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Self-Confidence And Academic Achievement Of Children

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A B S T R A C T

The present study was undertaken to find out the self-confidence and academic achievement of children of working and non-working mothers of Kashmir.600 children was selected as sample for the present study (in which 300 children of working mothers and 300 children of non-working mothers) by using simple random sampling technique. Rekha Gupta's Agnihotri Self –confidence Inventory was used for data collection. For statistical analysis mean, SD, t-test and Correlation was used. The results of the study revealed that children of working mothers have found high self-confidence than the children of non-working mothers. The result also revealed that there is no significant difference between children of working and non-working mothers on academic achievement. It was also found that positive correlation was found between self-confidence and academic achievement.

Introduction

A success which is generally seen as an internal ability within an individual is indeed also prejudiced by many external factors including the behavior of parents during childhood. Although the father is a significant role model, the role of mother in a child's growth is indubitable. In this reverence the influence of the profession of a mother, particularly, whether the mother is working or not becomes a central factor for scrutiny. The foremost distress is that maternal employment clearly confines the amount of instance dedicated to raising children. The involvement of the mothers is influential, the individuality of their children cannot be neglected, but an unparalleled figure of women, especially mothers, are inflating in the field of employment due to monetary obligation or in explore of individuality. This had piloted to a drastic shift in the conventional role of mother as a "care taker" to a "bread

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earner" and has changed child nurture goals and preparations. The outcomes of mother's employment of children have pessimistic and optimistic actions. Therefore, it's necessary to find out the diversity in psycho social disturbance of children of working and non working mothers. This will facilitate the employing mothers to develop the care given in the direction of their children. This will also assist them to contemplate on their emotional and behavioral personality. This in turn reproduces their personality enhancement.

Self-confidence is the thought that one will bring out in an accurate, perfect or well-organized way. Self confidence is having self-sufficiency in oneself. Self-confidence can distantly be illustrated as the ability of a person to struggle. Developing self-confidence can provide you the inspiration to accept challenges and weaknesses, so as to acquire trust and understanding in an individual. Self-confidence is an approach which permits individuals to have positive yet critical views of themselves and their circumstances. Self-confident individual's belief their own abilities have a common way of control in their life's. Self confidence is vital to good psychological alteration, individual pleasure and efficient performance in children and adults. The name self confidence is used to demote to individual's judgement about them. Children with overall high ideas are certain about their attitude to achieve their objectives, scholastic competency and association with guardians and other people. Children with low self confidence, lean to be anxious about strange ideas and avoid attracting deliberation. Self confidence refers to an individual's perceived aptitude to operate efficiently in a condition to overcome obstructions and to get things to go alright. Navedita and Rani (2017) revealed that there was no significant difference between married and

unmarried university students on women social freedom and self confidence. It was also indicated that married and unmarried university students have no significant difference for women social freedom having high and low self confidence. **Saini (2016)** revealed that no significant difference was found in self confidence of high school students in relation to gender, social category and family type. **Makrani (2016)** indicated that students pursuing graduation was more confident than the higher secondary school students. It was also indicated that male graduate students have high self confidence in comparison to higher secondary school male students. Further, it was found that female graduate students were more confident than the female higher secondary school students. **Verma & Kumari (2016)** found that there exists a significant relationship between self confidence and academic achievement. The results also depicted that no significant difference was found between boys and girls of elementary school students on self confidence. It was also found that there exists a significant difference in the academic achievement of elementary school students having high and low self-confidence. **Nadhi & Kotnala (2014)** found that rural adolescents, both, male or female, have less parental encouragement which in turn, leads to lesser self confidence. It was also found that urban adolescents both male and female have high parental encouragement which leads to a higher level of self confidence. The study also revealed that there was substantial difference amongst academic achievement of 11th class students having high and low self-confidence. **Basavana (1975)** Self-confidence refers to an individual's perceived aptitude to operate efficiently in a situation to overcome obstructions and to get things to go alright.

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Academic achievement is the learning ability that is attained by a student. The development of academic outcomes is measured either by the examination or constant evaluation time after time. Academic achievement is the result of schooling, the stage to which a learner and teacher or institution has accomplished their educational aims. The educational achievement of the pupil refers to the ability attained and talent development in the school subject. So, educational achievement means the accomplishment of students in the academic subjects in relation to their knowledge attaining ability or degree of competency in the school subjects usually measured by uniform tests and articulated in grades or units based on pupil's performance. **Feroz (2018)** revealed that a positive correlation was found between student's outcome and self-esteem. **Kumar and Chamundeswari (2015)** depicted that positive correlation was found between achievement motivation, study habits and student's academic performance. **Arbona (2000)** the most commonly used indices to assess academic achievement are scores on standardized achievements, tests and grades, represent them in specific classes and grade points standard (GPS).

Need and Importance

Self confidence is an approach that you hold about yourself that let you to go forward and reach your aims. The most imperative thing to defend is confidence and faith in the person. It is the groundwork of all personal accomplishments. You can achieve higher goals in life when you believe in yourself. Self confidence is frequently a most essential asset than ability, knowledge or even experience. Self confidence can alter your whole life to the better, but not having self confidence will absolutely have a negative effect on your every part of life. Self confidence is an important factor for better academic excellence. Building self confidence in students is one of the most significant both for parents as well as educationists to set good environment for learning, which is a key constituent to high achievement. Building confidence in children can help in preventing student dropouts, ensure children maintain their love for learning and help them to achieve their dreams and goals.

After making the survey of the related literature, it is obvious that many studies have been conducted in various areas, but no such study has been conducted on the "Self Confidence of children of working and non-working mothers of Kashmir." In this background the researcher is interested to work on present study. The problem under study is a humble attempt to assess the Self Confidence of children of working and non-working mothers. The research is very useful and helpful for educationists, policy makers, planners, teachers, administrators, and especially to the parents.

Objectives

The following objectives were formulated for the present investigation:

a) To study and compare children of working and non-working mothers on self confidence.

b) To study and compare children of working and non-working mothers on academic achievement.

c) To find out the relation between self confidence and academic achievement of children of working and non-working mothers.

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Hypotheses

The following hypotheses were formulated for the present investigation:

a) There is a significant difference between children of working and non-working mothers on self confidence.

b) There is a significant difference between children of working and non-working mothers on academic achievement.

c) There is a positive correlation between self confidence and academic achievement of children of working and non-working mothers.

Definitions Of Terms And Variables

Self Confidence

Self confidence is an individual's perceived ability to act efficiently in a difficult condition to overcome obstacles and to get things to go alright. In the present investigation, self confidence referred to the scores obtained by sample subjects on Self Confidence Inventory standardized by Rekha Gupta Agnihotri.

Academic Achievement

Academic achievement in the present study means the aggregate marks obtained by the sample students in all the subjects in their 8th class examination conducted by District Institute of Education and Training (DIET).

Working mothers

Working mothers in the present study referred to educated women with educational qualification as 12th and above, and are engaged in any government, semi-government or private organization.

Non- working mothers

Non-working women in the present study referred to educated women with educational qualification as 12th and above, but are not engaged in any government, semi- government or private organization.

Methodology

The present study explored by using descriptive methods.

Plan And Procedure:

Design of the Sample

The sample for the present study consists of 600 children, (children of working mothers 300 and children of non-working mothers, 300 of Kashmir) drawn from various high and higher secondary school students of district Srinagar, Anantnag, Budgam and Pulwama.

Group	Respondents
Children of working mothers	300
Children of non-working mothers	300
Total	600

Tools

The following tools were used for the present study-

1. Self Confidence inventory by Rekha Gupta Agnihotri.

2. Academic achievement in the present study means the aggregate marks obtained by the sample subjects in all the subjects in their 8th class.

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Statistical Analysis

After collecting the data, it was statistically analyzed by computing mean, S.D., t-test and Correlation.

Table 1: Showing mean comparison between children of working and non-working mothers on Self Confidence (N= 300 in each group)

Variable	Group	Mean	Std. Deviation	t-value	Level of Significance
Self Confidence	Children of working mothers	26.57	6.95	4.61	Significant at 0.01 level
	Children of non-working mothers	23.92	7.10		

The perusal of the above table displays the comparison between children of working and non-working mothers on self-confidence. The obtained t. value is (4.61) which show that there is significant difference between children of working and non-working mothers on self-confidence which is significant at 0.01 level. It indicates that children of working mothers have high self-confidence than the children of non-working mothers. Children of working mothers are open minded, self-reliant and are able to accept challenges easily. The above results clear that the hypothesis number one which reads as, there is a significant difference between children of working and non-working mothers on self-confidence stands accepted.

Table 2: Showing mean comparison among children of working and non-working mothers on Academic Achievement (N=300 in each group)

Variable	Group	Mean	Std. Deviation	t-value	Level of Significance
Academic Achievement	Children of working mothers	87.34	8.27	1.25	Insignificant
	Children of non-working mothers	88.21	8.59		

The glance of the table shows the mean comparison between children of working and non-working mothers on academic achievement. The obtained t. value is (1.25) which indicates that there is no significant difference between children of working and non-working mothers on academic achievement. The hypothesis number two which reads as, there is a significant difference between children of working and non-working mothers on academic achievement was rejected.

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Table 3: Showing Relationship between Self Confidence and Academic Achievement among children of working and non-working mothers.

Variables	Correlation	Level of Significance
Self Confidence Vs Academic Achievement	r = 0.21	Significant at 0.05 level

The glance of the table displays the relationship between self-confidence and academic achievement children of working and non-working mothers. The table shows that there is a positive correlation (r=0.21) between self-confidence and academic achievement children of working and non-working mothers which is significant at 0.05 level. This reveals that higher the self-confidence, higher will be the academic achievement. The hypothesis number three which reads as, there is a positive correlation between self-confidence and academic achievement of children of working and non-working mothers was accepted.

Major Findings

The major findings of the present study are as under:

a) The results depicted that there is a significant difference between children of working and non-working mothers on self-confidence. It was also found that children of working mothers have high self-confidence than the children of non working mothers. Children of working

mothers show more confidence and are able to accept challenges and weaknesses readily.

b) The results indicated that there is no significant difference between children of working and non working mothers on academic achievement. Both the groups get equal opportunity to achieve educational goals.

c) The correlation was found between self-confidence and academic achievement of children of working and non working mothers. It was found that there is a positive correlation between self-confidence and academic achievement. This suggests that higher the self-confidence, higher will be academic achievement.

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